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THE TEACHER'S REWARD.

H— was a stubborn, wilful, stupid lad—people said so—his parents told him so. He was taught to believe it, and was treated as such by his teachers. He expected and provoked a flogging the first day of each term; his mates looked for it as a matter of course. He was hard-hearted, insolent and aggressive to his fellows, and thoroughly hated by them all. The girls of the school all feared him, and to only *one* did he yield the homage of a kind look or word. He pelted the rest unrelentingly with snow balls, tripped them as they passed him, and made himself generally obnoxious. Occasional gleams of sunlight were seen to issue from among the clouds of his character. They dazzled and astonished all. The winter of 18— came. The old school-house at the corner had been repaired—had received its twenty-fifth annual scouring and scrubbing by the buxom maids of the district; circular pieces of tin had been nailed over the knot-holes, the windows had been repaired with putty and fragments of glass from the windows of the house of the ruling trustee, who charged the district with money paid for good glass, and replaced the fragments from his own window with the glass purchased for the district. The house had been “banked” high, new legs had been inserted where missing, in the high hemlock slab seats, and loose ones wedged, a new broom had been purchased, and a new tin cup. Old Uncle Seth Slipshod had newly bottomed the chair, a huge piece of chalk was in possession of the trustee’s eldest daughter, who would have the distinguished honor of formally presenting it to the new, young and handsome school-master (not the writer), who had been hired at twelve dollars per month, and said trustee’s daughter was duly instructed, by the first trustee and his wife, to urge the teacher’s acceptance of their hospitality the first week, and to “make his home” there ever after.

Monday morning, the 15th of November, came. Who ever knew the winter term of a school in the country to commence without there having been a snow storm the night before? We never did. The boys were gathered in groups about the door, exhibiting their new jack knives, sharpening fragrant cedar pencils, boring holes in the end of huge slate crayons, indenting the

newly fallen snow with their boot-heels, and watching for "the master." "He is coming!" and he came; school was called. Our hero, A——, followed the teacher closely and boldly into the house; he attracted the teacher's attention; he always was able to do so, in some manner. During the first hour the teacher saw, but did not *seem* to see, the maneuvers of H——. The name of each scholar had been taken, their studies and the text-books they had chosen, their proficiency investigated. H—— had chosen a seat which caused him to be the last scholar questioned. In the meantime he had been studied by the teacher. His name was asked and given; given in a much more respectful manner than was expected; his text-books examined. The teacher found him a long way behind other boys of his age. Asked him if he had never read in the "third" or "fourth reader."—"Never had." Did he like to study? "Not much." Why? "Could'nt understand it." "The teachers had explained his lessons to him?" "Tried to, but never made out much." "Other scholars understood the teacher?" "Yes, but the teacher had no patience with *him*." "But it is a teacher's duty to be patient?" "Well, I am a *fool* anyway," said H——, and two large, round, glistening water-balls rolled down his brown cheeks. "Oh, no, I can convince you, you are capable of accomplishing as much as any one in this school-room, and (said the teacher in a low tone) I want to talk with you at the desk, during recess." H—— was thoughtful the balance of the half day. A certain pair of blue eyes opposite his seat looked sympathizingly and encouragingly into his own. He felt their influence. The writer cannot say how much that influence affected his successful career as a student that winter, and his after success as a man of the world. Neither can he assert that he has ceased to feel that influence.

Recess came; H—— called on the teacher. The conference was a long and earnest one. We will allow the reader to listen to some of the teacher's words to the boy.

"H——, when I first saw you this morning, I saw you were a boy of no ordinary character. I did not then know the direction of your mind or the extent or character of its accomplishments."

"There are one or two important matters that we must mutually decide upon before we commence the winter's work."

"I want you to regard me as your friend, as well as teacher, and in both these relations I desire your confidence. You say you desire to learn, and will labor hard to do so. You *must* labor hard, and there is nothing you can not accomplish if you *will* to do it, and I am sure you have the will. To do this, and succeed in your studies, you must labor to secure the friendship of your associates; no one can study successfully with a bad temper, or with any other than kind feelings toward his mates. Make your conduct and deportment such as that you may respect yourself, and others will respect you; self respect is necessary to success

in *any* enterprise, and especially in self cultivation. Remember that your mind is immortal, and that there is no limit to its purposes; that you may be all that you admire in others. But remember that you can not, and ought not, to labor to prevent the advancement of your friends, with a view to build yourself up. He is most noble who most values the friendship, love and respect of others. An enemy is no advantage to any one, and *may* be an injury. His enmity will soon cease if he discovers it produces no effect. Hence, you should seek to do him good; your reward will come; remember it is necessary. Do not regard the student's life as one of monotonous tread-mill labor—an eking out of all your vital energies in search of some wand of fabled and versatile power. Take recreation, but do not allow it to be debasing in character. If you need exercise, take it, but let it be such as shall peril no one's friendship or person; let your whole demeanor exhibit your desire to rise, and you will find aids where you least expect them, where they were unlooked for—friends among those who hated you, and happiness to which you are a stranger."

Much more was said by the teacher, but we have given an index of its character. There was a new light burning in the eye of H—; its dark earnest depths revealed a purpose—a worthy resolve. There was no more exemplary and studious scholar in that school that term. We can not give space to tracing the path of H— during the years that have intervened since then.

Two weeks ago the student and teacher met again. Years had elapsed since they had seen each other. The teacher holds a high place in the gift of the people, and given him by the *people*, not by *party*. The pupil is a responsible officer in a wealthy corporation, and his name is well known as a capitalist.

"Sir, I owe to your kindness, discretion, and capacity as a teacher, all I am or can ever hope to be. I shall never forget the circumstances which proved the turning point in my life—which gave me my present position, in place of a desperado's name and fate. I have learned the responsibility of the teacher, and how great his power to harm, or do good. It is sadly underestimated. I shall never forget the lesson of love you taught me; I trust I have profited by it. Children are not taught it enough, either by precept or example, by parent or teacher."

This was the testimony of the PUPIL. The TEACHER had his reward.—*Emery's Journal of Agriculture.*

THE CHINESE LANGUAGE AND INTERPRETERS.

In a country where the roses have no fragrance, and the women no petticoats; where the laborer has no Sabbath, and the magistrate no sense of honor; where roads bear no vehicles, and the ships no keels; where old men fly kites, where the needle

points to the south, and the sign of being puzzled is to scratch the antipodes of the head; where the place of honor is on the left hand, and the seat of intellect is in the stomach; where to take off your hat is an insolent gesture, and to wear white garments is to put yourself in mourning—we ought not to be astonished to find a literature without an alphabet and a language without a grammar. If we add that for countless centuries the the Government has been in the hands of State philosophers, and the vernacular dialects have been abandoned to the laboring classes (I am about in the next few words to call forth the execration of every Sinologue in Europe and Asia,)—we must not be startled to find that this Chinese Language is the most intricate, cumbrous and unwieldy vehicle of thought that ever obtained currency among any people.

There are 18 distinct languages in China, besides the Court dialect; and although, by a beautiful invention deserving of all imitation, the written language is so contrived as to denote by the same character the sounds of each of the 19 different words, all of which it equally represents—this is of no great use among the multitude who cannot read. There is not a man among our Chinese scholars who can speak three of these languages with fluency, and there is not one who can safely either write or interpret an important State paper without the assistance of a “teacher.”

These “teachers” are, necessarily, the scum and very refuge of the Chinese literary body—the plucked of examinations, and the runagates from justice or tyranny. They are hired at far lower salary than they would obtain in their own country as secretaries to a high official, and if they can write a fair hand, and speak a tolerable idiom, or pronounce with a certain purity of accent (although they may be known to be domestic spies, repeating all they see and hear,) they are respected and almost venerated by the English Sinologue who maintains them. If one of these learned persons should happen also to be a son of some small mandarin, he becomes to his pupil a great authority on Chinese politics, and a Petronius of Chinese ceremonial. Papers are indicted and English policy is shaped according to the response of this oracle. The Sinologue who derives his inspirations from this source is again taken as an absolute authority by the poor helpless General, or Admiral, or Ambassador, who thinks it his duty to adopt what he is told are Chinese customs and to ape the Chinese ceremonial.

We want interpreters—plenty of them. We cannot pay too highly for them; for we must bid high to have them of good quality, and at present even our courts of justice are brought to a stand-still for want of them. We want also Chinese scholars. But we want them to interpret the policy of English statesmen, not to originate a policy of Chinese crotchets. They know noth-

ing of the national interests of England, nothing of our commercial wants, they are trying all their lives, laudably and zealously, but rather vainly trying, to learn the Chinese forms of official writing, and the practice of Chinese ceremonial.

I refer to this subject because it is all important here, because it is all unknown to the English minds; because it has been my ambition by means of these letters to direct the public opinion, and to lead the minds of our rulers to the fact that our principal difficulties have arisen from adopting the Chinese practice of submitting questions of State policy to men of mere literary attainments. They are excellent, most valuable, most indispensable, in their proper sphere, but they are necessary men who see atoms through microscopes, and lead us into national wars for matters not worth a sheet of foolscap.

AMERICAN NORMAL SCHOOL ASSOCIATION.

This Association originated in a Convention held in New York city, Aug. 30, 1855, and annual meetings have since been held—at Springfield in 1856, and at Albany in 1857. The last meeting was at Norwich, Conn., Aug. 18 and 19, during the session of the American Institute of Instruction. A Constitution, prepared by a Committee appointed a year previous, was presented by Prof. Alpheus Crosby, and was adopted with some modifications.

After a free discussion, the Association was fully organized, and measures were initiated, which, it is believed, will secure its permanence and efficiency. The importance of such an Association was forcibly urged by the President, Wm. F. Phelps, of Trenton, N. J., J. W. Buckley, of New York, Prof. Alpheus Crosby, Geo. N. Bigelow and J. W. Dickenson of Mass., Prof. W. N. Camp of Conn., Richard Edwards of St. Louis, and others.

The Normal School system is still new in this country. It is not yet quite twenty years since the oldest Normal School in America (that now at Framingham, Mass.,) was established. Their number has multiplied very rapidly within a few years, and no former year has witnessed the foundation of so many of these important institutions as the last year. They are no longer an experiment. In Massachusetts, where they have been most thoroughly tested, and where time has developed their results most fully, they have been steadily advancing in public confidence as the people have become more practically acquainted with the actual working of the system and its influence upon the public schools. Among other indications of this growing sentiment may be mentioned the fact that the aggregate attendance in the four Normal Schools of Massachusetts, is now greater than at any former period.

The Normal School is now regarded widely through the country as indispensable to every complete system of public instruction. They are already established in Massachusetts, Connecticut, Rhode Island, New York, New Jersey, Pennsylvania, Ohio, Illinois, Michigan, Wisconsin and Minnesota, and in the cities of Boston, New York, Brooklyn, Newark, St. Louis, New Orleans and others. The next Legislature of Missouri will probably establish a Normal School, and measures are in progress which promise similar results at an early day in other States.

In view of the recent origin and rapid increase of our Normal Schools, and the consequent want of a mature personal experience in their management, it is essential to their highest efficiency that their instructors should maintain an association for professional improvement.

Many fundamental points in reference to the distinctive character and specific aim of the Normal School, the methods of instruction, the terms of admission, the length of the prescribed course of study, the prominence given to the theory and art of teaching, etc., demand investigation. A comparison of views on these and other equally important questions, bringing together the results of the varied experience of those actually in the work in different parts of the country, where different methods are adopted, cannot but render a valuable service to the cause of Normal School Instruction.

The next meeting of the Association will occupy two days, and will be held in July next, at Trenton, New Jersey. The exercises will consist of lectures, essays and discussions.

By order of the Association,

B. G. NORTHRUP, Secretary.

SAXONVILLE, Sept. 7, 1858.

Contributors' Department.

For the Missouri Educator.

SCHOOL COMMISSIONERS AND TRUSTEES.

It is very common in Educational Journals of the present time to see articles headed with "Duties of Teachers" or "Parents," and even now it seems that much more might be said profitably, and many things already said should be repeated; for the most common duties are the ones most likely to be neglected. But the "Duties of Commissioners" or "Trustees" are not so frequently treated, either, we may suppose, because their duties are not so obvious, or are better performed, or because their position is considered less responsible and important.

It is not well ever to seem to speak lightly of the office of those who directly or indirectly are engaged in the culture of youthful minds, or the formation of human character. But is it generally conceded that Commissioners and Trustees are always the wisest and best selections that could be made, or is it thought that any man who can dig "grubs," or write his name poorly, and spell it correctly, is well enough qualified to fill such a situation?

It may be said that the law proscribes what their duty shall be; and this, no doubt, is all very well so far as it goes, and when the law is fulfilled. But is that all? Is merely fulfilling the letter of the law all that can be reasonably required? Certainly not, for the law imposes requirements upon teachers and parents which, if not complied with *in spirit*, as well as in letter, will result in little good to the youth of their charge. Indeed, we believe the *letter* may be strictly followed, in some instances, and the result be *ruinous* to the attainment of what should be the prime object.

If there is any office which *should* be responsible, it is that of the School Commissioner, and if it is not so, shame should visit the people where the incumbent of that office is permitted to remain. If there is any position in the educational interests of this State, where the man should honor the office as well as the office honor the man—where not only versatility of talent, and knowledge of the deep and real wants of our schools, are demanded, but an abiding sympathy and a motive interest sufficient to call forth the mind's best powers, and by its own energy and influence to enlist *other* minds in the cause, it is that of Commissioner. If there is any man who deserves to be *well paid* for earnest and faithful services rendered, it is the Commissioner. Yes, we believe Commissioners should be better paid, so, *at least*, that *they can afford* to visit one in every *ten* of the public schools of their respective Counties, or spend the time to write an essay on some subject connected with education, for publication, or a lecture for delivery at some central and accessible point *once* per annum, which amount of pains we have reason to believe *some* do not take.

What but the "almighty dollar" can induce the granting of certificates to some who are wishing to "keep school," it is difficult to divine. It cannot be because they are qualified—"according to *law*," even—for this the face of the certificate will not begin to prove, much less the progress of the pupils they *corrupt*—

we wish we might use a milder term. We impugn the motives of no one, nor do we know the fee received for certificates has influenced any man, but we would have the recompense large enough, so that the sale of certificates shall constitute no part of it, and that the evidence of qualification may be submitted freely to those who are worthy.

Almost of necessity, in this State, the Commissioner becomes more or less acquainted with each teacher of his county. No one should be better able to speak of improvement in methods of teaching, or the peculiar fitness or superiority of modern school-books. And if he be fitted for his task, and leaves not his *plainest* duties unperformed, no one can so readily or effectually do so much towards completing an organization of that which no county should be without—a Teachers' Institute—wherein Teachers may meet together on equal ground, to harmonize, perfect, and carry out plans, and receive instruction suited to their wants, conducive to the elevation and expansion of their own views and feelings, as well as to the best progress and welfare of their schools.

In some counties the office of Commissioner has been dispensed with, which is something like conclusive evidence that those who filled it were in the habit of at least doing little good, and we doubt not in other instances no *loss* would be felt by pursuing the same course. But we would rather it should be otherwise. A Board of *faithful* Commissioners, composed of one from each county in *our* State, would constitute no inferior Board of Education, and if each receive a salary sufficient, so that it shall be a part of his duty to attend the annual meetings of the Board at some appointed place, the question of "Will it pay?" will enter less into his every movement, and the measure of the influence of their concerted action will be unlimited. It shall *tell* upon every school in the State.

"*Trustees* are not to be *trifled* with," says an old dialogue. Their office is deserving of notice. The interest which they should manifest in the improvement of their own children, or the growth and reputation of their own community or district, ought to be incentive enough to care and watchfulness. But men are frequently blind to their own best interests. We have been informed upon good authority, that in one instance in Greene County, little more than one year ago, a Teacher was bound by written

contract, by a certain Board of Trustees, to *prohibit visitors* from the school-room during the session for which he was employed! Perhaps the greatest fault was with the Teacher in this case, for he should *never* have submitted to so unjust and unreasonable a requirement. Certainly, it needs no comment in these pages.

If there *are* other or similar cases of such palpable absurdities, among Trustees, they should be enlightened. We expect the case we have cited is a rare exception; we earnestly *hope* so.

But, generally, more extended views and correct notions are needed—nobler purposes, higher aims, living acts—liberal aid from helping hands—better teachers, better school-houses, better schools.

L. C. J.

For the Missouri Educator.

THE PHONETIC SYSTEM.

The most remarkable “sign” in these times is the tendency which appears throughout our Anglo-American republic, to protest, to “reform.”

Some would trace it to a universally prevalent disease that afflicts all classes, especially young men of ardent temperaments, and causes them to strike out on all sides against existing institutions. Others would assign as a cause, a superabundance of mental activity that does not find its ideal, and so falls to criticising the apparent imperfections surrounding.

Be the explanation this or that, it is certainly a thing remarkable that we meet every day with zealous apostles of “Woman’s Rights” Dress Reform, Anti-Slavery, Temperance, Agrarianism, and Anti-Everything reforms. One thinks all should go to farming; another, that money is the cardinal evil; another, that diet is the chief human concern, and that we eat and drink life or death.

One says *no meat*, but only *Graham bread* and *water*, are intended by mother nature for our support. Some think the salvation of the world to lie in having a phrenological examination, and lectures thereon free of expense to all. So with Hydropathy, Mesmerism, Spiritualism, Socialism, anti-Marriage, or Free-Love Associations.

Now, all thinking, intelligent men, recognize both evils and benefits accruing from all this foment and incendiary proclivity.

Amid all this din of contending dogmas, there evidently

arises a clearer insight into the institutions of domestic and political life, than ever before obtained, and a great increase of mental and physical activity is the result. The negative can only rule for a short period, and ushers in the sound, healthy, positive state, as the sick man's limb heals after the application of the surgeon's knife to the growing cancer. These universal protestations on the part of the discontented, are to result in many important changes no doubt, but in many cases it will cause a re-examination of the ground-work of certain institutions, and the more thorough establishing of the same. "It is evident that society gains nothing whilst a man, not *himself* renovated, attempts to renovate things around him; he has become tediously good in some particulars, but negligent or narrow in the rest." Hence, we have partialists who ride the tallest of Hobby Horses. They are swallowed up in one little division of the Empire of Science and human welfare, and are blind to all else. Their ideals, could they be realized, would present us some enormous prolongation of an unpretending feature.

Such a parallel in the physical world would give us a man all ears, another all nose, and a third all mouth or eyes. By such extremisms and pedantry do reforms and reformers gain an odious name over the earth.

Emerson remarks: "It is of little moment that one, or two, or twenty errors of our social system be corrected, but of *much* that the man be in his senses." And Carlyle growls savagely at this sentimentality that goes about thinking like Hamlet, that the "time is out of joint," but *not* like Hamlet, *thanking* their fortunes that it had fallen to them "to set it right." "Reform yourself, and let the world be rid of one great scoundrel," is the advice of a modern Thor.

So we may make it a general rule that the man of one idea is akin to the tenant of the hospital, to him of the straight jacket—for it takes at least two ideas to balance a man, two poles for a magnet, and two sides to everything.

Fully impressed with these ideas, I ask your attention for a short time to one of the so called reforms: The Writing and Printing Reform.

What can be said in favor of the Phonetic System, I shall endeavor to present, dwelling chiefly on some of the theoretical considerations, and merely naming some of the other advantages

which have been fully and ably presented by a gentleman more able than myself to speak of such matters.

The greatest invention of the human race is its language. It has arisen probably, in part from instinct, and in part from the intellectual efforts of mankind, striving to supply a conscious want. As we study the remnants of ancient civilization, curiously exploring the ruins of ancient cities, collecting specimens of sculpture and architecture, or coins and implements used in the arts, thus learning many a particular of the modes and customs of the ancient people of Thebes, or Pompeii, or Ninevah, so, with much more of success and profit, do we study the relics of literature that have come down. The manners of the people, employments, grade of culture, and even disposition of body, is all indicated in the structure of the language they used. None but a rough, strong, energetic nation, usually living in a northern clime, would have spoken a rough, guttural language, full of consonants.

On the other hand, we do not need to be informed that the soft Ionic Greek was spoken by Islanders living in a southern clime, under a sunny sky. You can hear the notes of a rougher and less cultured people, living among mountains in the Doric dialect, while in Attic Greek, you feel the adaptation to a *quick-witted*, ingenious people.

Language is the preservation of human experience.

Curious scholars inform us that the first inhabitants of Italy must have been agriculturists, for the words in the Latin language relating to that art, are derived from a different original stock than the words relating to war and government, which of course must have been used by their conquerors. Many facts can be thus elicited that either affirm or contradict the old mythological legends credited by the people of those times.

It seems evident that a study so full of suggestions as to ancient experience, so abounding in the results of ancient thought, embalming the concentrated wisdom of a whole nation, living, perhaps, for ten centuries, should engage the attention of scholars. Accordingly, we find two of the most perfect languages, Latin and Greek, adopted throughout the civilized world as the basis of a course of liberal education.

As we are all first children, and ignorant, before we become old men and full of experience, so nations, and so kinsmen

pass through the same stages. Each new child is born at the foot of the ladder, as much as the first one. *Now* he has better teachers, and though born without culture, religion, or manners, he can, with good instruction, under favorable circumstances, in thirty years attain the height of development which it took the whole human race seventy centuries to arrive at.

From this stand point we can see just the end and aim of education. We wish to give the rising generation all the culture that has been accumulated by the human race up to the present, letting none retrograde. It now becomes too self-evident to be repeated, that there must be an improvement every age in the method of culture, or else it will, in the course of time, become impossible to condense the course of education into a life averaging only thirty-three to forty years. This wonderful invention of the human race, language, is the means of education; is it capable of improvement? A single glance into the past, and one may answer unhesitatingly, yes; for it has always changed hitherto, and that for the better. It has not suddenly arrived at a barrier beyond which it cannot progress, unless it has become perfect within the last five years.

Language is divided in Noah Webster's spelling book into two kinds, spoken, i. e., addressed to the ear, and written, addressed to the eye.

If the two kinds of language are different, of course it requires more effort to master both.

The nearer they correspond, in other words, the less additional labor required to learn to read a language after learning to speak it, the less time is required to obtain both. There has been a progress in all languages from their commencement as spoken languages, in euphony, or ease and flexibility of pronunciation and expression. So in written language, there has been a progress in methods of representation commencing with rude hieroglyphics, and proceeding step by step towards a perfectly Phonetic alphabet. *Phonetic*, from "*Phoné*," the Greek for voice or sound, implies that a *Phonetic* alphabet should have the exact sound represented by conventional characters. It is well known that the European languages are closely related to the Sanscrit. The Sanscrit, one of the oldest languages known (in which the Vedas and other sacred books of the East Indians are written,) has a very perfect alphabet, and if the

Europeans had borrowed from India, instead of Phœnicia, their alphabet, it would have answered the purpose much better. The Shemitic group of languages consisting of the Hebrew, Syriac and Arabic, contain sounds very dissimilar to the European, as well as some identical ones. The first imperfect attempt to represent these sounds in a kind of skeleton character, was brought from Phœnicia to Greece, as the old legend has it, by Cadmus, who furnished sixteen letters.

The Greeks added some characters and altered the others. The Latins adopted them of the Greeks with a few more alterations, and the Northern barbarians, in their incursions, carried away from Rome, among other spoils, the Roman letters. The Slavonic tribes (Russia is the modern progeny) contrived a "convenient alphabet of their own," but nearly all the other European nations adopted the Roman, introducing variations to suit circumstances.

Since the alphabet but illy served the Phœnicians, and worse the Greeks and Romans, it may be supposed that it was still less adapted to the varied wants of the Western nations. Such has been the case. A great many varieties have in consequence sprang up in the process of adapting it to the particular wants of the various nations. A strange conjunction of these races took place on the island of Great Britain. There were first the ancient Britons, (probably so called from "*Brit*," or "*Brith*," signifying painted, because they painted their bodies blue). These were conquered by the Romans under Julius Cæsar, as every one knows, about half a century before Christ. In the early part of the Fifth century, the Romans withdrew. The history of the Saxon invasion in the Fifth century, the Danish in the Ninth, and Norman in the Eleventh, together with the wars of eight hundred years, and a commerce with all nations of the globe, reveals to us the secret of the composition of what we call the Anglo-Saxon language. There never was a nation so composite before. The hardy Celts, the thinking, organizing Saxons, the enduring and venturesome Scandinavians. The Celts alone have not enough of union, or the organizing power, but have too much individual caprice, and hence, can never act together as a nation. It is the Anglo-Saxon who is the controller and organizer. The Normans refined the Saxons, and introduced elegance, manners and letters. The Saxon character remained, however, in substance.

So in the language, all of the strong frame-work is of Saxon words, and when elevation or ornament is sought, the Roman words are interwoven. The common people use the more Saxon, the scholars the more Roman.

In America there is a still further composition, and consequently a change in the language still in progress. The new infusion of the Teutonic or German race will probably introduce some new idioms, and some new pronunciations.

But the greatest change is to be looked for in the change of the manners of the people.

The organic tone of the Americans is to be national and peculiar. No efforts on the part of scholars to conserve the pronunciation can avail. The people, if overworked in the open air, will assume the drawling tone of New Englanders and Yorkshire peasantry, and cut off certain consonants. So if they are overfed, and the land allows them to take things easy, they will also leave off the consonants difficult to enunciate, and soften the language essentially, by full vowel sounds. Grammar is subservient to the will of the people who use the language, as Horace has it—

"Si volet usus,
Quem penes Arbitrium est, et jus et norma loquendi."

Upwards of sixty million of Anglo-Saxons, all speaking one language and claiming the same literature, what wonder there is much discussion as to the language destined to prevail over all others! Of the ancient Briton's language, merely a few score of words remain. In America, the Spanish, French and German tongues are gradually disappearing for English. The Saxon race doubles once in thirty-four years in Great Britain, and in twenty-five years in America. The German doubles once in seventy-four years, and the French in one hundred and thirty-eight years. It is easy to see whither things are tending.

With this view of the importance of the English language, let us glance a moment at the requirements of a language, and then examine our own by the standard. We can do next to nothing, directly, towards altering the spoken language, as it is determined by profound causes. But the written language can be altered by educators so as to become phonetic. Mr. Latharm, the distinguished Philologist, in his great work entitled the English Language, lays down the following six rules for a perfect alphabet and a perfect orthography:

1st. That for every simple single sound incapable of being

represented by a combination of letters, there be a simple single sign.

2nd. That sounds within a determined degree of likeness be represented by signs within a determined degree of likeness; whilst sounds beyond a certain degree of likeness be represented by distinct and different signs, *and that uniformly*.

3d. That no sound have more than one sign to express it.

4th. That no sign express more than one sound.

5th. That the primary aim of orthography be to express the *sounds* of words, and not their *histories*.

6th. That changes of speech be followed by corresponding changes of spelling.

Bearing these laws in mind, let us examine for a moment the English language as written.

The Romanic or common alphabet consists of 26 letters, which are supposed to represent singly or combined, *all the sounds in the English Language*, 21 consonants and 5 vowels. But there are in the English language as spoken, 12 vowels, 4 diphthongs, 22 consonants, 34 in all, exclusive of diphthongs. Then the Romanic alphabet must violate Latharm's 4th law, that "only one sound shall be expressed by one sign." Yes, as Mr. Ellis has shown in his tables appended to the "Plea for Phonetic Spelling," the letter called "A" has 7 sounds! "E" has also 7, "I" has 6, "O" has 11, "U" has 8, and "Y," as a vowel, has 3; an average of 7 sounds to each of these simple signs. But this would not be bad were it *all*. The third law of Latharm, that "no sound have more than one sign," is disregarded even more flagrantly. The vowel sound of *e* heard in "*meet*," is represented by no fewer than 40 different signs and combinations of signs; *a* as heard in "*mate*," by 34; *o* in "*mote*," by 34 also.

In short, if we view the alphabet in this light, it consists not of 26 letters only, but of *more than 200!*

As Chambers remarks in his "Papers for the People," "We violate every principle of a sound alphabetical system more outrageously than any nation whatsoever. Our spelling cannot be matched for whimsical caprice. If "myrrh" be *mer*, why not "syrrh," *sir*; "through," *throo*; "tough," *to*; "bough," *bow*; "cough," *cow*; "noise," *boise* for "boys;" "tongue," *hongue* for "hung;" "quay," *may* for "me;" "colonel," *in-folonel* for "infernal;" "neighbor," *leighbor* for "labor?"

The word "scissors," it has been mathematically demonstrated, can be spelled 596,580 different modes, and have Romanic

analogies to authorize each spelling! Some are extravagant, as *Schuessourrhce*, justified by *schism*, *sieve*, kindness, honour, *myrrhe* and sacrifice. Shakspeare might be spelled *Schaighkes-peighrrhe*. Sheridan, the author of an English pronouncing dictionary, says: "Such is the state of our written language, that the darkest hieroglyphics, or the most difficult cyphers that the art of men has invented, were not better calculated to conceal the sentiments of those who used them, from those who had not the key, than the state of our spelling is to conceal the true pronounciation of our words from all except a few well educated natives."

And Walker, in the preface to his pronouncing Dictionary, says, "the orthography and pronounciation differ so widely that Dr. Watts and Dr. Jones lay it down as a maxim in their treatises on spelling, that all words which can be sounded different ways, must be written according to that mode which is the most distant from the true pronounciation."

But unfortunately, no rule whatever can be made. It is confidently asserted that there are not one hundred words in the whole English language that are spelled according to Phonetic principles.

This makes it an effort of the memory to learn the spelling of each word separately, and the following are the results:

1. It stands in the way of a sound comprehensive National Education. Hence ignorance.
2. No one is certain how to pronounce a word he has only seen written and never heard spoken.
3. No one is sure how a word is spelled which he has only heard pronounced and never seen written.
4. It throws a barrier in the way of all sound and accurate philological research.

As confirmation of these principles in England and Wales, according to the British Quarterly Review in 1846, nearly one half the people were unable to write their names, and five millions unable to read their mother tongue. In fact, there are at least five years as good as thrown away learning the mass of heterogeneous conventionalities dignified by the name of Orthography, (from two Greek words, *orthos* and *grapho*,) *correct writing* (?). *Hetero-graphy* would more aptly express it, i. e., various writing.

If the Phonetic alphabet were adopted these five years would be saved, and could be devoted to useful science.

There would also result a uniformity of pronunciation, because everybody would write just as correctly as they speak, and we shall have the pronunciation of the best authors daguerreotyped for us. Another very weighty consideration is this. The child who is just commencing his education should have something consistent and logical, methodical and philosophical, to employ his mind upon, rather than something *without* either analogy or system; for these first impressions have sometimes the power to change and fix the whole bent of the mind.

It has been demonstrated by actual experiment that children will learn to spell the English Language far more correctly, and in one-half the time, by first learning to read in the Phonetic way, which can be done in a few days.

Dr. Stone, of Boston, proved this several times.

The Phonetic printing can be read by any person who can read ordinary reading, almost as readily, at first sight, as the other. Hence there need be none of the books now in print, thrown aside by reason of difficult orthography.

There would not be so much difference between Phonetic print and that ordinarily used now, as there is between the English used now, and that of Chaucer and Gower, and we can read them without much difficulty.

All foreign names, e. g., geographical names, would then be easily reduced to a correct pronunciation, and missionaries could easily reduce unwritten languages to writing, a thing which has been tried with a Phonetic alphabet, with eminent success.

"This thing," says Sir John Herschell, "would be one of the most valuable acquisitions, not only to Philologists, but to *mankind*, facilitating the intercourse between nations, and laying the foundation for a universal language."

The disuse of silent letters will reduce the bulk of books one-tenth part, and save in the item of books millions of dollars per annum.

The English language being an eclectic, i. e., having chosen the strongest and best parts of other languages, is moreover the simplest in grammatical construction of any known. Professor Grimm, the eminent German Philologist, remarks: "Although the French language has for centuries been the common language

of Europe in a diplomatic and social sense, yet it has never obtained a firm footing in large tracts of country beyond Europe.

* * * * *

On the other hand, English may be considered the language of the world out of Europe, and this idiom, (which by a bold mixture of Gothic and Roman elements, and by a fusion of their grammatical forms, which this rendered necessary,) has attained an incomparable degree of fluency, and appears destined by nature, more than any other that exists, to become the world's language. *Did not a whimsical, antiquated orthography, stand in the way, the universality of this language would be still more evident, and we other Europeans may esteem ourselves fortunate that the English nation has not yet made this discovery."*

The German language, so well adapted to express metaphysics, and made so musical by a Goethe, still is lost in diversity of dialect, and can never become a national language.

Sheridan says of the French, that they "have emasculated their language, and made it resemble one of their painted courtesans adorned with fripperies and fallalls."

Then the number of intelligent persons that one writes to is a consideration. As the Danish poet, Ohlenschläger, complains that who writes in Danish, writes to two hundred readers. In Germany, says Emerson, "there is one speech for the learned and another for the masses, to that extent that it is said no sentiment or phrase from the works of any great German author is ever heard among the lower classes; but the English language is at the same time the language of the noble and the serf—the rich and the poor.

Their language seems to be drawn from the Bible, the common law, and the works of Shakspeare, Bacon, Milton, Pope, Young, Cowper, Burns and Scott."

If one requires French authority on this subject, I trust the Abbé Sicard will be esteemed sufficient. He says, "of all languages the English is the most simple, the most rational, and the most natural in its construction. These peculiarities give it a philosophical character, and as its terms are strong, expressive and copious, no language seems better calculated to facilitate the intercourse of mankind as a universal medium of communication." The same testimony is borne by many other eminent men

whom we could quote, were we not making our remarks too extended already.

There are three or four objections urged against the Phonetic movement, which we will consider before we close

The first is, that if the Phonetic alphabet were adopted, all books now printed would be valueless and illegible. We have already anticipated this argument by showing that there is less difference between Phonetic and Romanic, now, than there is between the Romanic of now, and that of Chaucer, and I might almost add of Spenser.

The second objection urged, is this:

Those who read now, would have the trouble of learning over again. To this, I reply, that it does not take ten minutes to read Phonotypy, if one can already read Romanic. It is objected that we cannot distinguish between such words as "due," *dew*; "ale," *ail*; "awl," *all*; "bade," *bad*; etc. But I reply, we find no difficulty in conversation, in distinguishing between them by the context, and we rarely should have more difficulty in reading, while another class of words, such as *read*, *pres. tense*; and *read*, *past tense*; *row*, and *row*, (with an oar,) will be relieved of their present ambiguity.

There is another objection brought up by Trench, a profound scholar, no doubt, but not a profound *man* by any means. He says that the Phonetic system would so obscure the etymologies of words, as to render it impossible to determine them from the words spelled Phonetically.

But he evidently knows nothing of Phonetics, nor very much of Philology; for the great German Philologists, those before whom the name of Trench sinks into atomic insignificance—the names of Passon, Ramshom, Herrman, Kriger, Boeckh, Wolf, Dindorf, Doderlein, Bekker, Müller, and a host of others, rush into the mind, when one speaks of German scholars. These, as well as all true Philologists, depend upon a *Phonetic analysis* in their profound investigations into the primitive state of language, and the Philologist knows that it would be of exceeding value to know that a nation used a Phonetic alphabet, for then one could immediately determine the *pronunciation*, which gets lost as the nation changes.

If a Phonetic basis had always been used, we could tell now, exactly how Shakspeare pronounced his living words; how

Chaucer read his "Faery Queen," or how King Alfred spoke. But phonography, or the system of writing by a philosophical alphabet, (invented by Isaac Pitman in 1837,) is the best method of studying the derivation of words yet known. Write down any two words, or any number of words belonging to different languages, and having affinities, and the form of the words will show to the eye the affinity, if there be any. It also displays to the eye a correct analysis of all the sounds in the language, and their relations, and the intimate laws which govern change in a language.

But suppose we could *not* determine the etymology so well as before? Are we to sacrifice all beauty and symmetry in the language? Are we to consume five years, in the life of every youth, just to make it easier for one scholar in a thousand men, (there are hardly so many as that even,) to save him the trouble of consulting his copy of Webster's Dictionary. But there is not the least shadow of an argument here; for phonotypy restores and reveals three analogies of language, where it obscures one. Dr. Franklin, in 1768, favored the idea of a Phonetic alphabet, and answered all the objections very plainly, in a letter to a Miss Stevenson.

He says—"The objection you make to rectifying our alphabet, 'that it will be attended with inconveniences and difficulties,' is a natural one, for it always occurs when a reformation is proposed, whether in religion, government or laws, even down to roads and wheel carriages.

"The true question then, is not whether there will be no difficulties or inconveniences, but whether the difficulties may not be surmounted, and whether the conveniences will not, on the whole, be greater than the inconveniences. In this case, the difficulties are only in the beginning of the practice; when they are once overcome, the advantages are lasting. To either you or me, who spell well in the present mode, I imagine the difficulty of changing that mode for the new is not so great but that we might perfectly get over it in a week's writing. As to those who do not spell well, if the two difficulties are compared, viz., that of teaching them true spelling in the present mode, and that of teaching them the new alphabet, and the new spelling according to it, I am confident that the latter would be far the best. They naturally fall into the new method already, as much as the imperfection of their alphabet

will admit of; their present bad spelling is only bad because contrary to the present bad rules; under the new rules, it would be good. The difficulty of learning to spell well in the old way is so great that few attain it, thousands and thousands writing on to old, old age without ever being able to acquire it. 'Tis besides a difficulty continually increasing, as the sound gradually varies more and more from the spelling; and to foreigners it makes the learning to pronounce our language, as written in our books, almost impossible. Now as to the 'inconveniences' you mention. The first is that 'all our etymologies would be lost, consequently we could not ascertain the meaning of many words.'

"Etymologies are at present very uncertain; but such as they are, the old books would still preserve them, and etymologists would there find them. Words, in the course of time, change their meaning as well as their spelling and pronunciation; and we do not look to etymology for their present meanings. If I should call a man a *knave* and a *villain*, he would hardly be satisfied with my telling him that one of the words originally signified only a lad, or servant; and the other an under-ploughman, or inhabitant of a *village*. It is from present usage only, that the meaning of words is to be determined.

"Your second inconvenience is, that 'the distinction between words of different meaning, and similar sound, would be destroyed.' That distinction is already destroyed in pronouncing them; and we rely on the sense alone of the sentence, to ascertain which of the several words, similar in sound, we intend. If this is sufficient, in the rapidity of discourse, it will be much more so in written sentences, which may be read leisurely, and attended to more particularly in case of difficulty; then we can attend to a past sentence, while the speaker is hurrying us along with new ones. Your third inconvenience is, that 'all the books already written, would be useless.' This inconvenience would only come on gradually in a course of ages. You and I, and other now living readers, would hardly forget the use of them. People would long learn to read the old writing, though they practiced the new, and the inconvenience is not greater than what has already happened in a similar case in Italy. Formerly, its inhabitants all spoke and wrote Latin; as the language changed, the spelling followed it. It is true, that at present, a mere unlearned Italian cannot read Latin books, though they

are still read and understood by many. But if the spelling had never changed, he would now have found it much more difficult to read and write his own language; for written words would have had no relation to sounds; they would only have stood for things, so that if he would express in writing the idea he has when he sounds the word '*vessovo*,' he must use the letters *episcopus*.

"In short, whatever the difficulties now are, they will be the more easily surmounted now, than hereafter, and some time or other, *it must be done*, or our writing will become the same with the Chinese, as to the difficulty of learning and using it. And it would already have been such, if we had continued the Saxon spelling and writing used by our forefathers."

The disadvantages of the present system of penmanship, are that the letters all require from three to five motions of the hand. In a natural system, the hand should have to move no more times than the tongue; i. e., once for each impulse of the voice. Phonography is constructed in accordance with all of Latham's rules, and combines the most philosophical principles with the greatest degree of practicability.

There is scarcely anything about it conventional. Principle selects each elementary character. The most simple and briefest possible marks are the straight line and the curve a quarter of a circle. Understand the principles, and you can make a phonographic alphabet precisely similar to Pitman's, if you forget his. Memory, and reason, and practice, harmonize. By ordinary handwriting, a man may write from twenty to forty-five words per minute; by phonography, from one hundred and twenty to two hundred and seventy words per minute. The ordinary speaker speaks one hundred and twenty words, and a rapid speaker utters one hundred and eighty per minute. So, if phonography were used and taught in public schools, or in the high school, every graduate would be capable of writing at least four times as fast as he now writes. Fitzgerald's *City Item*, speaking of the subject, says "we have the testimony of the bench, bar, and medical men, in favor of phonography, and of its practical utility. We desire no stronger evidence than is contained in letters from young men, who obtained their knowledge of it in the High School at Philadelphia. Several of these young men, many of them once poor men, are amassing fortunes by the use

of this art. The rate of compensation allowed a good phonographic reporter, is seldom received by a man in any profession, and as the ranks are scantily filled, there are abundant openings for young men of intelligence. * * * * * The introduction of official phonographic reporters, in all the courts throughout the country, would be attended with great benefit. The terms would probably be shortened two days in the week, for one short of time, an important item, and still more important in a pecuniary respect, diminishing the expense, to the various counties, and to those who are obliged to neglect their own business to attend the sessions. In reporting testimony, taking down speeches and correspondence, phonography is employed; and editors, and authors, statesmen and merchants, can and do employ phonographic amanuenses to great advantage."

Then, in conclusion, I think it may be said that the present mode of spelling should be dispensed with, for the following reasons : *

1. It renders reading difficult.
2. It renders writing more so.
3. It necessitates every student to learn the spelling and pronunciation of every word in the language, individually.
4. It renders the task of learning to read, hateful, unpleasant, and slow.
5. It is consequently one of the great causes of considerable ignorance among English and American people of the present day.
6. It occasions great difficulties to those who endeavor to reduce unwritten languages to writing, and obscures the names of persons and places.
7. It disables us from ascertaining the real condition of the spoken language even a few hundred years back.
8. It is a great obstacle to the universality of our language, and its general use among foreigners.
9. It requires the expenditure of much time and money and

* I quote the above summary from the "Universal Phonographer" for 1855 • edited and published by Mr. A. J. Graham, New York, whose valuable labors in the Phonetic cause have been long continued, and disinterested

Mr. Graham has a work in press which will form the most valuable contribution to Phonetics, that has appeared since 1845. I take this opportunity to express my indebtedness to the "Plea for Phonetic Spelling," by that acute scholar and ingenious philologist, A. J. Ellis, of Bath, England. The work is rare and valuable.

labor, in merely learning the arts of reading and writing, which might be devoted to higher uses.

10. It results in endless differences of pronunciation.

11. It enhances the cost of books, etc., above what they would cost in a correct orthography, millions of dollars annually.

12. It stultifies the minds of youths by deluding them to seek for analogy where there is none. The mind naturally craves something logical, clear, and consistent, and it is all importance that early culture should supply nutriment and discipline to the mind in this direction. The Phonetic system does this most efficiently, while the system in use is an enormous failure in this respect.

The Phonetic method should be adopted for the following reasons :

1. It will render reading easy.

2. It will render spelling easy.

3. It enables the student, as soon as he has learned the Phonetic alphabet thoroughly, to spell any word with the same accuracy that he can pronounce it.

4. It renders the task of learning to read delightful to the scholar, and rapid of performance.

5. It will tend to remove present ignorance, by opening a ready means for acquiring knowledge.

6. It will render the business of reducing unwritten languages to written forms, sure and easy.

7. It will be of essential service to the student of languages, in showing him the exact state of a language, at a given time.

8. It will tend, most effectually, to the general diffusion of our language among foreigners, and may complete the numerous claims which our idiom can already advance, to be used as a universal medium of communication, between nation and nation.

9. It will save much of that time, money and labor, now lost in merely learning to read and write. The school-days of the child will be virtually lengthened by it, and the sphere of his studies enlarged. The teacher will be saved from a vast amount of drudgery, and his profession ennobled.

10. It will result in a perfect uniformity of pronunciation.

11. It will save millions of dollars annually in the cost of books.

12. It will develop and nourish the logical faculty in the child,

and, in fine, would prove beneficial in a thousand different ways. *

Educators of Missouri! do not understand me to talk of utopian dreams and impracticable undertakings. What Dr. Franklin prophesied, I feel safe in subscribing to. "Sooner or later this thing will come to pass." It rests with each one to say how much he shall aid the cause by speaking a good word, and acting vigorously where occasion requires. It takes time for any great achievement, and the English language will not change its dress in a day, or ten years; but it may in a much less distant period become thoroughly reformed, if every one acts his duty, than if we sit down and wait for a "more convenient season."

Do not let me overrate the Phonetic cause. I know that a thousand other subjects require attention; for the best works of man are imperfect, and he outgrows all institutions, however perfect they may have been for preceding times.

It is an impertinence for a man in the nineteenth century to make a hobby of some particular thing, and thrust it before men, claiming its *supreme* importance. All I ask of you is, then, that you will look into the merits of a science and art, that professes such solid advantages with so little of inconvenience in its adoption. Diffusion of this noble language which we speak, the most precious legacy of our progenitors, the diffusion of *this*, and the universal ability that the Phonetic system will confer of reading it accurately, and writing it with the speed of utterance. *These* things are worthy of attention. And one word to the scholars who delight to trace analogies, and to find derivations, and to discover the subtle laws that rule the empire of change in the "winged words" *epea pteroenta*, as Homer called them. I do not hesitate to say, you will find in the Phonetic system a correct and practical analysis and philosophy of *language*, not of one dialect simply, but of *all* tongues, however diverse.

And lastly, in the name of the great English language, the treasury of the most noble literature the world ever saw, made eternal by a Shakspeare, and consecrated by the earnest and brave words of thousands of earth's noblest, who possess insight and heroism—in the name of the language of the Anglo-Saxons, the one above all others, which spreads christianity and civilization,

* Universal Phonographer, 1855.

I make this appeal to your judgment and humanity. Assist in freeing our written speech from its anomalies and *patch-work* conventionalism, and in so doing render knowledge accessible to the most limited capacity, and a democracy free and enlightened, the only possible result.

BE SPARING OF DRUGS.—Dr. Holmes, whose reputation as a physician runs neck and neck with his literary popularity, in his valedictory address to the medical students of Harvard University, delivered recently, gives the following, we doubt not, judicious advice to the medical students who were about to graduate:—"With regard to the exhibition of drugs as a part of your medical treatment, the golden rule is, *be sparing*. Many remedies you give would make a well person so ill that he would send for you at once if he had taken one of your doses accidentally. It is not quite fair to give such things to a sick man, unless it is clear that they will do more good than the very considerable harm you know they will cause. Be very gracious with children especially. I have seen old men shiver at the recollection of a rhubarb and jalap of infancy. You may depend upon it that half the success of homoeopathy is due to the sweet peace it has brought into the nursery. Between the gurgling down of loathsome mixtures and the saccharine deliquescence of a minute globule, what tender mother could for a moment hesitate?"

For the Missouri Educator

DO WE NEED A NORMAL SCHOOL IN MISSOURI?

I propose to give a few items of evidence, derived from personal observation, in support of the affirmative of this question. I wish to disclaim in the outset, however, any disposition to depreciate or undervalue, the character and qualifications of our Common School teachers. If there is any class of persons with whom I heartily sympathise, it is the class made up of our district school teachers. I have spent several years of my life working in this department of our educational system, and know something of the trials and difficulties that environ the path of every teacher; nor when I speak of the manifest incompetency of the teachers in our Common Schools, do I intend to include all; for there are hundreds in Missouri, of whom their school-houses are not worthy. And there are hundreds more whose deficiencies are not so much their fault, as their misfortune. Hundreds who have a just appreciation of the character of the work

in which they are engaged, and of their own want of preparation for its duties and responsibilities, who would eagerly seize upon any means within their reach to remedy their defects, and prepare themselves for the work. But in addition to these, there is, I fear, a still larger class, who, whilst they are lamentably ignorant of the branches to be taught, care but little for their reputation as teachers, and still less for the character of their work, so that they are allowed to go through the forms and secure the stipend. In my experience as School Commissioner, I have met with many instances of this latter class, and as I conducted most of my examinations by written questions, requiring written answers, I have selected a few specimens from the papers, which I preserved, and submit them to you as evidence in the premises. As I give no names, these extracts from examinations can harm no one, and should not be considered personally offensive to the candidates who wrote the answers. These extracts are taken from the examination exercises of some eight or ten candidates, and I have copied them literally, in order that the orthography and grammatical construction might appear, in connection with the luridness of the ideas :

Question. How long have you taught school ?

Answer. I *run* a school three months in Jasper county six months in Morgan and *ware* going to *run* one in Johnson last winter but they never made up my *compliment* of *schollars*.

Q. What do you consider the standard of correct taste in English composition ?

A. Kirkham's grammar.

Q. What is the object of English Grammar ?

A. To teach us to write in a clear and *perspicacious* manner.

Q. What are the principal parts of the irregular verb to lie ?

A. Present, lie ; past, laid ; participle, having laid.

Q. What is an angle ?

A. It is something with three sides that *comes* together in a *pint* like the *ruff* of a house.

Q. What is the difference between common and decimal fractions ?

A. Common fractions *is* made with two little figures one top of the other, but decimal fractions are just like any other figures except they have a dot.

Q. What is multiplication ?

- A. It is *multiplying* one number by another.
- Q. Why does annexing a cipher multiply a number by ten?
- A. I know it is so but I never *hearn* tell any reason for it.
- Q. What is the difference in Longitude and Time, between St. Louis and San Francisco?
- A. I never learned any thing about Longitude because my teacher said it was no use, but it took me three months and a half to go to *Californy* with a team of *oxens*.
- Q. Is Kansas on the right or left bank of the Missouri?
- A. Thats *accordin* to whether you go up or down and which way the river bends.
- Q. When did the war of the American Revolution commence, and what caused it?
- A. It was commenced on the 4th of July 76 as every child knows, and it was mostly about some tea which the British wanted our people to buy and pay taxes on and then drink it.
- Q. When, and by whom, was the battle of New Orleans fought?
- A. By General Andrew Jackson and the British General Packenham on the 8th of January 1812, just twenty years before I was born and I was named after him.
- Q. Has this country been engaged in any important war since 1815?
- A. None that I know of except with the Indians and *greasers*; I volunteered in that war and can tell you lots about it.
- Q. What is a meridian?
- A. It is a noon mark and when the sun gets to it it is noon all round the world.
- Q. What and where is the Torrid Zone?
- A. It is a wide streak of land in the equinortial parts of the earth where the sun makes no shadow and burns up all the grass in the *pastur* lands.
- Q. What countries of South America, if any, does the meridian of St. Louis pass through?
- A. I think it goes through Cuba or Havana but I am not certain which.
- Q. Where is the Island of Candia?
- A. It is amongst the Spice Islands in the West Indies.
- These extracts might be extended to any reasonable length, but let this suffice. Bear in mind, at the same time, that these

answers are taken from the examinations of ten different persons, all of whom gave numbers of correct answers. But one answer like the above, is as good as a thousand to indicate the unfitness of the candidate for the high and holy destiny of a teacher. What then can be done to remedy this great obstacle in the way of our educational progress? Can we look to the Colleges for help? Even admitting that the College course is suited to prepare teachers, not one in a hundred of those who graduate at these institutions could be induced to teach a common district school. They performed that part of their work before they were fit for anything else; and shook the dirt of the district school-house from them, just before they became *Sophomores*. And where shall we look for female teachers? Those who attend the fashionable boarding schools are the daughters of the rich, and, even if qualified for the task, would as soon think of giving up fashion, as teaching a school.

Under these circumstances, we have but one remedy, and that is the means of offering thorough training and instruction to the hundreds of youths of both sexes, whose talents and disposition adapt them to the work of teaching. When the means for such a work are provided, and we can train a class of *home teachers*, from *home material*, then will our educational system receive its crowning glory, and our great State become as rich in intellectual resources, as she is in material wealth.

COMMISSIONER.

HOW TO JUDGE OF CHARACTER.—It has been shrewdly remarked that what persons are by starts, they are by nature. Habit may restrain vice, and virtue may be obscured by passion; but intervals best discover the man. We fancy this is strictly true.

HAPPINESS VARIOUS IN DEGREE.—That all who are happy are equally happy is not true. A peasant and a philosopher may be equally satisfied, but not equally happy. Happiness consists in the multiplicity of agreeable consciousness. A peasant has not capacity for having equal happiness with a philosopher. A small drinking glass and a large one may be equally full, but the large one holds more than the small.—*Johnson*.

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SPICY.

One of the young ladies of Jefferson Female College, in a composition prepared for a recent occasion of public exercises in that institution, indulged her pen and hearers in a spicy paragraph something like the following :

"Common sense !—Surely there never was a greater misnomer, since it seems to be the most *uncommon* kind of sense. When I graduate, and get my diploma, I intend establishing an Academy in which Common Sense shall be the only branch taught. Both ladies and gentlemen shall be eligible to participation in the benefits of this institution. Charges moderate,—as much so as the procurement of an ample store of good advice will allow; and since this commodity is so often to be had gratis, parents need have no fears of ruinous bills. Tobacco positively eschewed. Punsters shall be *pun*-ished with the utmost rigor known to the tan. Young ladies who sail into this Common Sense Academy looking like a small schooner under a heavy press of canvass, may sail in at the front door and out at the back, provided the navigation is not too much obstructed. All lessons will be illustrated and enforced by brilliant lectures from the preceptress."

OUR THANKS are returned for catalogues of the following institutions in this State: Howard High School, Fayette; Young Ladies' Seminary, Kansas City; Trenton High School, Trenton, Grundy Co.; Lebanon Academy, Lebanon, Laclede Co.; Danville Female Academy, Danville; Brunswick High School, Brunswick; Wesminster College, Fulton; Clay Seminary, Liberty; Mount Pleasant College, Huntsville.

NOTICES OF THE PRESS.—THE VALLEY FARMER.

If a man were to make a speech, and go about among his neighbors afterwards with a long story about the encomiums which it had elicited, telling with great particularity all that had been said, and who said it, we doubt if he would ever have another auditory for his speeches, and the tongue of praise would forever after hold its peace. So if another man were to write a book, he would not feel himself at liberty to publish a supplement to it containing the encomiums of his readers; he would leave the task and responsibility of giving currency to these praises with his publishers. But if a man starts a newspaper, or periodical of any kind, the rule no longer holds good. He may not only sing his own praises in high-keyed notes, but he may unblushingly herald and re-echo the praises of others. Whatever commendations his enterprise meets must reappear in his columns, judiciously pruned and compiled; and the existence of all censure must be scrupulously ignored. Whether this is owing to the necessity for allowing periodical editors "the largest liberty," in order that they may be able to sustain a precarious existence, and whether it is a custom "more honored in the breach than in the observance," are questions which we will not pretend to decide. In our individual case, we have chosen a medium course. It was impossible not to feel elated at the kind and flattering reception which the *Educator*, upon its first appearance in the literary world, met at the hands of the editorial fraternity, and in educational circles, throughout the State. We were more than elated: we were sincerely thankful, and have not omitted a formal expression of our thanks. But we could not feel free to reprint the many commendatory articles which fell to our lot. The following, however, from the *Valley Farmer*, does not say anything about the "marked ability," "discriminating taste," and the great merits generally of the editors of the *Educator*, and hence we may venture to insert it:

"THE MISSOURI EDUCATOR.—It gives us pleasure to state that a paper devoted to the cause of Education has been established at Jefferson City, Mo., bearing the above title. We hope it may be well sustained and become an efficient instrument in advancing the cause of popular education in our State. The happiness of our people, and indeed the perpetuity of our institutions are dependent upon enlightened mind, instead of blind passion, which is too generally in the ascendancy, in the absence of cultivated

reason. Let the friends of education rally to its support—contribute to its columns, and use their best exertions to sustain it. It is published by THOS. J. HENDERSON, Esq., at one dollar per annum."

In turn "it gives *us* pleasure to state" that the *Valley Farmer*, under the energetic management of NORMAN J. COLMAN, Esq., is one of the best and most useful publications in the United States, and is flooding the great Mississippi Valley with a stream of knowledge on the subjects of Agriculture, Mechanics and Education, which will soon wash a broad and deep channel for our little periodical craft. It is published at St. Louis; terms, one dollar per annum.

THE QUESTIONS and answers on the school law have been crowded out of this number. In our next issue an official exposition of several much controverted points will appear.

ALABAMA EDUCATIONAL JOURNAL.—We are in receipt of the first number of this periodical. It is a neat pamphlet, the regular monthly issues of which will contain thirty-two pages of reading matter. Noah K. Davis is the resident editor, and he will be assisted by a corps of associates appointed by the Alabama Educational Association. Judging from the number before us, we shall expect the Journal to be judiciously edited, and that through its pages much valuable matter will be brought before the world. It is an enterprise that should, and doubtless will, receive the hearty support of the many able educators in this State. Terms, one dollar per year, in advance.

TEACHER'S INSTITUTES.—What progress has been made since the adjournment of the State Association, in July last, towards the organization of Institutes in any county or counties in the State? We have not heard of anything, except the circular of our Superintendent. Does any one remember the truthful and witty remarks on this topic of Mr. Kidd, from Franklin county? We are afraid they have been forgotten. Now,—this week,—this month,—before bad roads and cold weather set in, is the time to move in this matter. Where should the first movement be made? In Saline? Callaway? Newton? Buchanan? Which county shall be first to have an Institute? Let us have an answer for the next number of the Educator.